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ABSTRACT

An experimental program was designed to provide junior students majoring in elementary education with an opportunity to be vitally involved in a rural ghetto school for 3 days a week, implementing and testing the theories and methods taught in on-campus classes on the remaining 2 days of the week. The school, with a majority of black students, was in an economically depressed area with a history of sub-standard educational programs and instruction. Teams of three students were assigned to work with each classroom teacher, and had opportunities to get to know the children and their backgrounds and to develop skills, understandings, and personality traits while working with the whole class, small groups, or individual pupils. The university faculty gave on-the-job supervision to students, and took part in cooperative planning with teachers and students. Benefits to the school included raising the level of achievement in basic skills, some local staff development, and increased awareness and interest on the part of the children. The university was able to serve the immediate educational needs of the community. Student evaluations favored more involvement of this kind, and the project was extended through the academic year of 1969-70, with plans for expansion to include an inner-city school in the Toledo School District. (Author/MBM)

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METHODS-EXPERIENCE PROJECT

BGSU-SPENCER SHARPLES

SPRING QUARTER, 1969

Submitted by:

Dr. William Harris, Chairman
Dr. Russell Drumright
Dr. Lucille Hagman
Mrs. Joyce Myles

of

The Department of Education
College of Education
Bowling Green State University
Bowling Green, Ohio

SP004001

FOREWORD

This document is a report of an innovative project in teacher education conducted by the department of education of Bowling Green State University in cooperation with the faculty, staff, and pupils of the Spencer Sharples Schools of the Toledo City Schools during the spring quarter of the 1968-69 academic year.

We should like to express our appreciation to the administration of the Toledo City Schools for the privilege of working in the Spencer Sharples Schools in training future teachers, to the faculty and staff of the Spencer Sharples Schools for their fine cooperation, to the pupils of Spencer Sharples Schools for their warm reception which made the project so meaningful, and to the parents of the community for their acceptance of our efforts. We should also like to extend our appreciation to other staff members in the Department of Education, and to others throughout the university whose thoughtful contributions added to the success of the project.

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INTRODUCTION

During the spring quarter of 1969 a new approach to teaching the methods courses in elementary education was tested by Bowling Green State University's department of education in cooperation with Irwin Elementary School in the Toledo public school system. Among the problems felt by many of the methods instructors has been the need for a close coordination between the methods courses and the actual classroom situation and children. The project in the Spencer Sharples area of the Toledo school district gave thirty selected Bowling Green University methods students an opportunity to observe the theory to practice relationship and afforded initial opportunities for them to personally test and implement the theory and methods developed in their university classes. The dimensions of the project extended beyond this specific desired objective, however.

The project gave the methods students an opportunity to work in an economically depressed community with a high proportion of Negro students. Spencer Sharples is unique in Ohio and perhaps in a much larger area. Until two years ago it existed as a local school district, one of the poorest school districts in the state of Ohio. There is no industry in the area, homes and property have a very low tax value (the tax-rate for schools was comparable with that of surrounding districts), and the incomes of residents are low making the district a

small poverty pocket situated between the Springfield Local school district on the east and the Swanton Local district on the west, with the Anthony Wayne Local school district on the south boundary and a fringe of the Sylvania Local school district on the north. Because of the extremely low tax base, there were inadequate funds to support an effective school program. The state contributed to the support of the school program, but even with state support teachers' salaries were extremely low and money for supplies almost non-existent. The educational program was suffering and student achievement is now estimated to be two years below potential, on the average. The state requested the surrounding school districts to each absorb a part of the Spencer Sharples district in order to dissolve it and thus solve the problem. Surrounding districts refused annexation. Then in a surprising move the Toledo City Schools petitioned the state and received approval to annex the district making it the only non-contiguous district in Ohio. The families of the district are for the most part working-class Negro families who want to rear their families away from the city. There are a few working-class white families and Spanish-American families in the district, also. (For further information about the district see Appendix, p. 74.)

Since a team of three university students was assigned to work along with the classroom teacher in each classroom the project also afforded an experience in team teaching.

ORIGINS OF THE PROJECT

It is difficult to pinpoint one specific meeting, person, or academic decision which led to the formulation of plans for, and the implementation of, the Spencer Sharples Methods Experience project. Knowledge of the needs of the Spencer Sharples Schools had been known to some University personnel for a number of years and while there was some concern, no plan of assistance had emerged. Perhaps the most direct catalyst was William Harris, teacher of the junior high adjusted-curriculum class at Spencer Sharples, who recognized that the students and faculty of the Spencer Sharples Schools needed assistance in their educational endeavors. In addition to consulting with his father of the University staff, he consulted Dr. Lorrene Ort, director of student-teaching, during the fall quarter of 1968 with the hope that student teachers might be sent to Spencer Sharples to provide needed assistance. At this point the matter was brought to the attention of the department of education's Advisory and Policy Committee by Dr. Ort and Dr. Harris. Dr. Ort had been made aware of conditions at Spencer Sharples several years earlier while Spencer Sharples was part of the Lucas County School System by Mrs. Myles, who was then a county elementary supervisor, and by Mr. Joseph Stockner, county secondary supervisor. Dr. Ort had had a concern for this school for a number of years and welcomed the new possibilities for service in the Spencer Sharples schools and she, along

with Dr. William Harris investigated the situation for possible placement of student teachers. The lack of enough well-qualified supervising teachers, plus a lack of interest in student-teaching at Spencer Sharples on the part of Bowling Green State University students ready for student-teaching closed, temporarily at least, this avenue of assistance.

During subsequent discussions of the Advisory and Policy Committee it was brought out that two members of the University staff had been involved in a state-wide seminar on teaching the disadvantaged, during which it was urged that educational institutions represented by the participants become involved in projects dealing with the disadvantaged. Dr. Russell Drumright and Dr. Daniel Heisler were the Bowling Green State University staff participants who reported on the seminar to Dr. York, chairman of the department of education, who saw an opportunity to combine Spencer Sharples needs and University involvement in a project for teaching disadvantaged students. The chairman of the Advisory and Policy Committee, Dr. York, appointed Dr. Ort, Dr. Harris, and Dr. Lee, along with himself to serve as a committee to develop possible plans for assisting at Spencer Sharples while at the same time serving University interests. Members of this committee were aware that a number of methods instructors felt that students taking methods courses needed to be directly involved in the classroom at the same time. Also, they were aware that heretofore, procedural policy limited students to taking two methods courses per quarter. As a matter of historical perspective it should be noted that the department Advisory and Policy Committee had been discussing various

proposals for blocking classes and alternating campus classes with public school experience. Among the proposals were a methods block and a foundations block (402, 408, 409). As a result of this committee's thinking the idea for a combined methods-experience type project evolved. Development of the idea was left to the faculty team appointed by the director of the Curriculum and Instruction Division, Dr. Lee. The faculty team appointed consisted of Dr. William Harris, elementary science methods instructor, Chairman; Dr. Russell Drumright, elementary mathematics methods instructor; Dr. Lucille Hagman, elementary social studies instructor; and Mrs. Joyce Myles, elementary language arts and reading methods instructor. Dr. T. J. Jenson, Dean of the College of Education, was kept informed of the progress of the project, although no college action was necessary since there was no change in course content or structure involved, only changes in procedure.

Near the end of the fall quarter it looked as though any hopes for a project might be to no avail because of lack of interest on the part of Bowling Green State University students. Mrs. Myles, for one, presented the ideas for the project to one of her classes, asking the students if they thought 25 to 30 Bowling Green State University students could be found who were looking for a challenge. It was recommended that such students see her. At the beginning of winter quarter, a nucleus of interested students had been gathered and so definite planning for a program for spring quarter began. Dr. Drumright, who teaches Educational Psychology, in addition to elementary mathematics methods, contacted all

sections of that course to explain the project and to recruit interested students. The number of interested students grew beyond the estimated number of students who could participate in the project. The committee met many times during winter quarter to draw up guidelines for the project, to establish objectives, and to develop plans for proceeding.

Dr. Harris contacted Mr. Carl Gilmer, principal of Spencer Sharples to ascertain his reactions to the proposed project. His reactions being favorable, telephone endorsement by the Superintendent of Toledo City Schools to begin exploratory conversations was received by the department chairman, Dr. York, and a meeting of the Spencer Sharples faculty and the college committee was arranged to determine faculty acceptance. This approval being obtained, the next step was for the college committee accompanied by the chairman of the department of education, Dr. York, and the principal of the Spencer Sharples schools to meet with certain administrative personnel of the Toledo City Schools selected by Mr. Frank Dick, Superintendent of Schools, to discuss the project and receive official approval to proceed.

PRELIMINARY PLANNING

The faculty committee met many times during winter quarter to make plans for implementation of the project. The first task was to draw up the guidelines for the project which were then presented to the principal of Spencer Sharples and selected administrators of the Toledo Schools in order to secure final approval of the project. Tentative objectives were established for the project. They were:

Methods Experience Project
for Spencer Sharples

Tentative Objectives
for Bowling Green Students

1. To give the methods students an experience in a disadvantaged school.
2. To help students see the interrelatedness of the various curriculum areas.
3. To give students an opportunity to work with University faculty and school staff members in developing a curriculum based on needs of this specific school population.

Guidelines for the project as drawn up by the faculty committee were:

Through discussion and planning with Spencer Sharples faculty members, Bowling Green Students will have an opportunity to get to know pupils well--study their background, determine as much as possible their strengths and needs in order to foster the development of skills, understandings, and personality traits.

Bowling Green students will assist the classroom teacher in

meeting specific needs through working with the whole group, with small groups with similar needs, and/or with individual pupils, as the classroom teacher may direct.

Bowling Green students can help the classroom teacher enrich the program through:

planning and preparing bulletin board materials

planning and teaching creative art lessons

planning and teaching social studies units, involving project-type experiences, includes securing Audio Visual aids, etc. as needed

planning and teaching science lessons involving experiments with real objects

providing concrete materials and working with pupils on mathematical skills

bringing materials and skills to aid in improvement of reading all subjects

Bowling Green faculty members will serve as consultants to Spencer Sharples faculty members and to Bowling Green students in planning and executing the total program, and will work carefully with Bowling Green students in planning and preparing for specific assignments, and will help to make an evaluation of lessons taught so that future lessons can be more meaningful.

Bowling Green faculty members will spend time at Spencer Sharples during the time Bowling Green students are at the school in order to be available for planning sessions, observations of the program, evaluation of student efforts.

Bowling Green faculty members will work with the Bowling Green students involved in the project during their two days on campus helping them to profit from their classroom experiences, to increase their ability to teach in the four designated subject areas, and to handle the other duties of a teacher, such as child-study, discipline, classroom management, selection and procurement of materials, use of audio-visual devices, and cooperation with parents and other persons who deal with the children outside of the classroom.

The following guidelines were outcomes of the meeting with the administrative personnel of the Toledo City Schools:

1. Acceptance of guidelines presented by University faculty and permission granted to implement the project in the Spencer Sharples Schools as long as the University students were adequately supervised by University faculty members.
2. Spencer Sharples High School would provide its school bus, that was donated to the school, and Bowling Green University would fund its operation (driver's salary, gasoline, etc.).
3. Materials needed for the project would be provided by Toledo City Schools.
4. Students would be placed in grades kindergarten through eighth, with some students to be placed in adjusted curriculum classes.
5. Mr. Emory Leverette, the director of urban and rural education for the Toledo City Schools, asked that the University faculty make suggestions for curriculum development for Spencer Sharples.

6. University students would be free to try new methods or approaches to learning suggested by their University instructors, after approval from the cooperating classroom teachers.

7. The administrators of the school system anticipated certain benefits to accrue to them as a result of this project. Among them are: the raising of the levels of achievement in basic skill development of the students at Spencer Sharples; hopefully, some staff development through exposure to contact with University faculty, new teaching methods, and creative use of materials; and suggestions for curriculum development and materials.

8. For the University the project affords faculty an opportunity for an in-depth immersion in the ongoing problems of elementary education, and creates a setting of clear mutual assistance and cooperation between Bowling Green University faculty and students in a project of potential significance to both.

9. It was agreed that no testing be done during this initial quarter of the project since Mr. Gilmer felt that Spencer Sharples students and community had been over-exposed to testing and surveys.

10. It was further agreed that the term "experiment" should not be used in writing or speaking of the project.

Having drawn up the guidelines for the project and having secured approval for its implementation, a second major task of the committee was to solve the problem of transporting University students to Spencer

Sharples. As was mentioned previously the principal agreed to furnish the Spencer Sharples bus and Bowling Green State University would pay the driver's salary, and pay for gasoline, etc. Dr. Harris requested funds in the amount of $658.56 from Dr. Raymond Endres, Assistant Dean of Faculty for Special Projects, and was granted same. (See Appendix, page 78.) Dr. Harris also arranged for travel insurance for the University students (see Appendix, page 79) and contacted the chairman regarding faculty travel insurance. A letter from the chairman of the department of education (see Appendix, page 80) assured faculty members that University insurance would cover travel to Spencer Sharples since this was a part of their regular assignment for the quarter.

A third responsibility was to select candidates and assign them to appropriate grade levels and to plan and conduct seminars with the students selected for the project.

Since the committee had no background of experience upon which to base criteria for selection of candidates for a project of this kind, student interest had to be the chief criterion. Students who had indicated an interest in the project were asked to attend a meeting with the faculty team for the express purpose of exchanging information. There were 36 applicants for the 30 positions. No men or black students applied. Students were given all the information regarding the operation of the project which was available at that time and students were asked to fill out information sheets which gave their background of experience, high school experience, and information about their family. In addition

it was determined whether they had had educational psychology, a prerequisite for the methods courses. The committee then met and all students who had had educational psychology were given first consideration. Since a number of students interested in the project had not had educational psychology, special permission was secured from Dr. Vergil Ort, Assistant Dean in charge of Program Advisement, to waive this prerequisite for four students, and the next criterion for selection was experience in working with children. All other things being equal the final criterion was the order in which students had indicated an interest in the project. Thirty (30) students and six alternates were selected. One of the original candidates dropped out of the project for personal reasons and the first alternate took her place. (See Appendix, page 82, for list of selected students, their grade assignment and cooperating teacher.)

At committee request, the selected students attended a series of seminars the last few weeks of winter quarter in preparation for the project. At one of these meetings, Mr. William Harris, teacher of the junior high adjusted curriculum class at Spencer Sharples, was present to give his impressions of the school and its students and to indicate something of the challenge the students would face. At other seminars, professional readings concerning schools for black students were suggested, ways in which students could prepare for the experience were outlined, e.g., collection of pictures and other materials, and students became acquainted with other members of the student team to which they were

assigned, and with the University faculty team.

At one of the seminars The Urban Test on Teaching the Disadvantaged was administered. This test was designed by James Boyer and Jack Frymier of Ohio State University to learn how much pre-service and in-service teachers know about teaching and learning in urban areas serving socially and economically disadvantaged pupils.

The committee benefitted from Dr. Drumright's experience and knowledge gained in participation in a seminar for the teaching of the disadvantaged the previous summer. In a follow-up meeting of the seminar groups in March, 1969, participants arrived at the following guidelines for conducting projects similar to ours:

1. Reach agreement with teachers of the local school on what your students should do.

2. Check with supervisors (in Toledo, in our case) to make sure lines of communication are open.

3. Secure a "slush fund" (hereafter called petit cash fund) for small expenditures.

4. Acquaint students with community. Parent volunteers from community for this responsibility.

5. Evaluation suggestion--have students write "What did this experience do for me?"

In attempting to carry out these suggestions Dr. Harris contacted Mr. Gilmer to arrange another meeting with the Spencer Sharples faculty to explain the guidelines which were drawn up for the project. Mrs. Myles

met with Dean Jenson to secure a petit cash fund and to establish procedures for its operation. Upon the first request Dr. Jenson allocated $100.00. When this amount was exhausted he allocated a second $100.00. Final bills, which ran over the allocated amount, were paid. The total amount spent was $210.44, including two days payment for transportation for two student cars. Students were required to turn in cash register receipts for the amount spent to Mrs. Myles who in turn sent in a composite request for payment. Checks were made payable to Mrs. Myles who was then responsible for disbursement of proper amounts to students.

Each faculty member attempted to contact supervisors of their respective subject areas in the Toledo schools. The mathematics supervisor was contacted, and made a visit to the schools to see the project in operation. Some effort was made to acquaint students with the community as individual faculty members drove students through the community before or after school. At least six students had the opportunity to visit in homes. More contact with parents in the community is planned in the future.

Procedural matters which the committee had to resolve were:

1. A decision as to which days would be spent at Spencer Sharples needed to be made. In order to provide for continuity and ease of planning for our students and for the Spencer Sharples faculty it was decided that Monday through Wednesday would be spent in the classroom and Thursday and Friday would be reserved for seminars and class sessions on campus.

2. Reimbursement for the cost of lunches for the three days students would not be eating in dormitory facilities was arranged by Mrs. Myles with the help of Mr. Paul Windisch of the treasurer's office.

3. A bus schedule and pick-up site had to be arranged. Dr. Harris arranged with the campus security office for a pick-up site in front of the Union at 7:45 a.m.

4. In regard to the handling of absences, it was decided to use the team approach. Members of each grade level team were to call another member if it was necessary for them to be absent. No phone calls to University instructors or to Spencer Sharples were deemed necessary.

5. It was decided that a discussion of standards of dress should be left to Dr. Hagman and Mrs. Myles.

6. Students would be encouraged to make wide use of audio-visuals. It was suggested that Dr. Daniels of the Audio-Visual department might meet with the group.

7. Students were to be asked to keep a daily log of activities to be turned in weekly to Dr. Hagman. There were to be saved for evaluative purposes of the total program.

8. Use of video-taping for self-evaluation by Bowling Green students was recommended.

9. Helping students to see the interrelationships among the separate curriculum areas was listed as a desired outcome. Such relationships were to be pointed out by University faculty whenever possible.

10. It was suggested that University faculty teach demonstration lessons at their discretion and/or upon student request.

11. Classroom teacher-University student planning for the day's activities was deemed a requisite for the success of the project.

12. It was decided that student teams should be required to construct bulletin boards and that they should be given instruction in this regard.

13. Upon the request of the Dean, Dr. Jenson, and the assistant dean, Dr. Elsass, it was agreed to take slide pictures of various phases of the project in order to have a visual record that could be used in reporting the project to various groups.

The committee met as needed during the operation of the project to resolve problems which arose.

THE PROGRAM IN OPERATION

On April 1, 1969, faculty members and two student drivers transported the project members to Spencer Sharples (the Spencer Sharples bus was not in running condition) for their initial meeting with faculty and pupils. Members of each team were introduced to their cooperating teacher and spent the day getting acquainted and assisting in various ways. Since parent-teacher conferences were being held the next day and the week of April seventh was spring vacation for Toledo Schools the project members did not return to Spencer Sharples until April fourteenth. Students had asked the classroom teachers for information concerning topics or units which would be studied upon their return so that they could do advance planning. Bulletin boards were measured, reading groups were assigned, etc.

During the ten days when project members were on campus prior to their actually taking up the work at Spencer Sharples an intensive schedule of preparatory classes and seminars was held. On Wednesday, April 2, a seminar was held in which students talked over their initial reactions to the situation and asked questions. Enthusiasm and questions were overwhelming. The film "No Little Hope," was shown to serve as a basis for discussion and for gaining insight into the teaching and learning problems of the disadvantaged black American.

A seminar was held to give a brief review of learning theory and a comprehensive look at lesson planning including the writing of behav-

ioral objectives. Another seminar was given to the explanation of the uses and construction of bulletin boards. A third seminar was held during which Mr. Richard Swanson of the Industrial Arts department spoke to the group concerning the possibilities of using industrial arts experiences in elementary education. The remaining time was divided among the four instructors giving them time to lay the groundwork for teaching in each of their respective areas. Students were given individual help in planning lessons to be taught upon their return to Spencer Sharples.

On April fourteenth faculty members and student drivers again transported project members to Spencer Sharples (the bus was operable, but there was no driver) to really begin to put the ideas and planning of previous months and weeks into action. Every Monday, Tuesday, and Wednesday during successive weeks, up to and including June fourth, the students were transported to Spencer Sharples and worked in the classrooms. One or more members of the faculty team were present at Spencer Sharples on the days that the University students were there to supervise and assist in every way possible to help attain maximum educational benefits for the pupils of Spencer Sharples and for the University students. The majority of the time, all four faculty members were there.

Thursdays and Fridays of every week were given to (1) a seminar in which students were given a chance to react to the experience in a whole group, to seek solutions to common problems, and to plan for the best use of time for the two days with all four faculty members present; (2) some whole group instructional periods were held by each University

instructor in his respective subject area; and (3) team or individual conferences were held to evaluate the previous work and plan for the next week's activities. Students and faculty members alike put in far more than the required number of hours for the fifteen hours credit being given for the quarter's work.

Each faculty team member summarized at least the major experiences in his subject area for the tenure of the project. These summaries follow.

Summary of Language Arts and Reading Experiences

Basically, the present conception of the language arts includes the four skills of communication: speaking, listening, reading, and writing. The language arts deal with ideas: their impression and expression in words. So thoroughly do these skills permeate the whole school day that we might define the language arts as the skills of living together. Summarizing all of the language arts experiences during the Spencer Sharples project then, takes on dimensions which defy the captivity of pen and ink. For the purposes of reporting on this project we shall have to confine ourselves to those things which can be described, knowing all the while that other aspects may be more meaningful.

Essentially we tried to work within the framework set up by Toledo City Schools and the classroom teacher. In the area of reading this meant using basal reading materials which were available. However, with the University students present in the classroom the pupils were divided into four groups, the teacher and each of the University students having a

group, or into three groups with the classroom teacher free to supervise all the instruction. In only one classroom, the fifth grade, was this practice not followed. In the fifth grade there were only two groups--we recommend a change for next year. Since each reading group had a full-time teacher, the total reading period could be spent with each group engaged in developing reading skills rather than one-third of the time being spent with the teacher and two-thirds being spent on seat-work activities. The additional time and more opportunities for individual help because of the lower pupil-teacher ratio were two plus factors in the project.

Having all of this additional time to devote to reading instruction freed the University students to try many and varied approaches to the learning process. Very wide use was made of language experience charts. These were used as individual experiences and as whole-group activities. At several levels the children dictated stories which the University students recorded. The children enjoyed becoming authors and illustrators of their own stories. Often these stories were bound into either class books or individual pupil books. The children enjoyed sharing these books with visitors. At the fourth grade level it was almost impossible to get away from the children in the lowest reading group until they had shared every story with you. They were enjoying success! And these were the children who the teacher had described as non-readers, saying that she read to them since they were unable to read. In the intermediate adjusted curriculum class, boys who had expressed

complete disinterest in reading would select a picture and ask Miss Van Almen to record a story for them at every opportunity. They wanted these stories displayed so that others could enjoy their creative efforts. They were interested! Experience charts were often used to record social studies or science experiences and as a resource for teaching mathematics.

The girls also developed many of their own teaching materials to arouse interest in reading. Attractive and functional tachistoscopes, games of all description, sentence strips, and phrase cards were abundant. Many real objects were brought into the classroom to extend experiences and help the children acquire vocabulary, i.e. cotton candy for the kindergarten unit on the carnival. Attractive bulletin boards were also used to stress vocabulary, from the clown who juggled new words in the first grade, to the tree in the eighth grade which added a new leaf with the acquisition of each new word. Wide use was made of pictures from the girls' picture files to help develop concepts, extend and enrich experience and vocabulary.

Another plus was the emphasis on children's literature. Prior to the project, classroom teachers indicated that they felt too pressured to spend time in reading to the children. The University students were very conscientious in finding appropriate books to read to these children daily, both in their individual groups and to the whole group. Sometimes these books served as the basis for an experience chart also. The children began to ask, "When is reading?" because they knew it would be something special. One of the girls in the project secured a large

quantity of children's books from people who no longer had use for them and the children enjoyed the privilege of taking these books home to read or to have read to them.

In the sixth grade the pupils turned one of the children's literature stories into a play. They developed their own parts and with the aid of Miss Austermiller staged a very fine production complete with costumes and class developed stage properties. The play was presented for all of the elementary classes on the last day of the project. Pupils in one section of the eighth grade also enjoyed dramatic interpretation of one chapter of The Outsiders, the novel recommended by the Toledo City Schools language arts committee.

Since the children were highly distractible, expecially with the change of schedule and all the new people working in the classroom, we had some folding screens made to separate a reading group, visually at least, from what was going on in the rest of the room. These were used for other groups activities besides reading, of course. We only had four screens made this year but feel that additional screens would be an asset next year. In addition, wide use was made of every available unused room or space available. Reading groups met in the library, the cafeteria, and in empty rooms in the Irwin building.

One of the girls in the sixth grade found such a wide range of abilities in her reading group that she used an individualized approach to reading and sought widely for books to interest each member written at an appropriate reading level. One boy in the fourth grade who was reading at a level considerably above that of everyone else was also

given an individualized reading program. This wide range of reading ability in the higher grades contributed to some problems in teaching in the content fields, such as social studies, since many pupils were unable to read the assigned text.

While no formal testing was done to determine needs in reading, a number of informal procedures were used. The Dolch Basic Sight Word Test was used rather widely. Various methods were then used to try to meet revealed needs. Ginn's Informal Reading Inventory was also used, as was Barbe's Personalized Reading Checklist at several levels. The Webster Informal Reading Checklist was also used.

The children were taken to the library at times and encouraged to find books of personal interest. Mrs. Guy, the school librarian, was most cooperative. Attractive displays of library books were set up in many classrooms and in some classrooms a library reading period was initiated. This area is one that needs to be improved next year.

In the spelling area, most of the classroom teachers felt they had to adhere rather rigidly to the prescribed program, Lippincott's Basic Goals in Spelling. The girls tried to find ways to make the materials more interesting to the children but in many ways this was unrealistic since the spelling books were in no way related to the ability levels of the majority of the children using them. This was perhaps most notable in the seventh grade which was divided into two groups for language arts. The pupils in the lower ability group couldn't even read the words which they were being asked to spell. This was true

for some children in every classroom. In only one classroom were we permitted to change the program to any degree. Mrs. Johnson, third grade teacher, noted that a number of her pupils were failing spelling week after week. Most of these children were in the lowest reading group. We tried a combined reading-spelling approach, taking words from their reading material for their spelling lesson. This was more successful than the previous approach. The spelling area is one that needs attention.

At every level from first grade to eighth an effort was made to help the pupils communicate their ideas through writing. In the primary grades writing activities were generally correlated with reading activities. In the intermediate grades many attempts were made at creative writing. Basically the girls were striving for the expression of ideas and mechanics were assigned a secondary role. The greatest efforts toward improving written communication were put forth in the seventh and eighth grades. During the first week the girls were asked to get a sample of the writing of their pupils to determine needs. The needs indicated ranges from inability to produce basic sentences, lack of understanding of paragraphing, limited vocabulary, lack of correct usage, lack of ideas, and failure to use the mechanics of punctuation and capitalization properly. The girls made a concentrated effort to improve basic sentence structure and to enrich sentences through use of descriptive words. A write-rewrite approach was used. After the pupils had written, some of their work would be used for in class correction and

then the pupils would be asked to rewrite. Exemplary paragraphs were read to illustrate descriptive and narrative styles and the pupils were helped to write descriptive and narrative paragraphs. Some of the greatest successes came after reading of biographies of famous black Americans from Proudly We Hail (Houghton Mifflin). Using these readings as a source of ideas, the seventh graders composed some fine stories on their impressions of slavery. One of the most notable examples was the writing of Charles, a 15-year-old seventh grader (which indicates something of his past record of academic achievement). It follows:

To Be a Slave

When I first became a slave it was allright until one day I just wanted to go into town with my master, but he said "No, you are too black, they couldn't see you anyways." Then he laughed and laughed. Then I just put my head down and walked away. When he was gone for a while white men came to the house. They asked me where the house was. I told them I did not know. One of the white men called me a liar and knocked me in the sand. I got up slowly and threw some sand in his eyes and ran into the house and took my master's gun and made him get off my master's land. I did not know it just was over, yet my master did not come back until late that night, and when he did he was intoxicated. He was so intoxicated that he beat me with a horse-whip. He beat me so badly that I had blood all over me. All at once I hit him and killed him.

I did not know I killed him until I turned him over, and then I ran out of the house. Then my long trip to hell began. I walked for ten miles, then I stopped to get a little rest. Then I heard some thing come down the road. I hid in some trees. I know I had seen the three men somewhere before. They were the men I saw at my master's house. They went on down the road. Then I went on down the road until I got to a small farm. There were four men, two women, and three girls, and five boys, so I found me a cave to sleep in for the rest of the day. When I woke up there were two boys standing over me. Then they said, "You are a run away slave." I said, "Yes." Then they said we will help you to go where you are going, so I said O.K. I did not really trust them at first. So

> when they went into the house I ran out of the cave and got up on a hill. They came back out of the house and they came back up to the cave and saw I was not there. Then they said, "I think he thought we were going to tell some one he was here."
>
> Then I came out. They had some food in a sack. It was some beans and bacon and bread. They gave it to me and told me to go to a big white house and give them this letter, and they would help me to the north. So I went to this house and there was a man there and he helped me go to the north. It took three months to get there but I made it at last. And when I got there I got me a wife and lived happily ever after.
>
> The end of the slave, thank God.

It was discovered that these students immensely enjoyed being read to and that this reading furnished them with ideas for writing.

An attempt was also made to develop an awareness of the practical values of language arts. Eighth graders wrote letters to secure information about their vocational interests.

Poetry was read to both seventh and eighth graders and pupils were encouraged but not required to try this form of expression. Several good poems were acquired from the pupils. One eighth-grade girl, Berita N., was particularly talented in this regard. One of her poems, which was illustrated in an oil painting by Miss Herald, follows:

The Key to My Future

As I stand before the doors of my future
I seek the Key which opens these doors
The Key is Education
Which we need every day more and more.

I want to live
Not merely survive
I want to find my fate
Through Education
And I must find it now
For I cannot wait.

I want to do the best to my ability
I want to go as high as I can.
I want to fulfill the Impossible Dream
"I'm doing my best,"
This is what I want to scream.

Where am I? What am I doing?
Where am I going?
And what am I looking for?
I want to be me
No matter how much
Work it takes me to understand and see.

I want to be
As great as I can, and
Wise as I can, Until
I leave this land of Opportunity.

In all of the language arts activities the need for success was recognized. Efforts were made to help every pupil see that his efforts were worthy of recognition, to know that his ideas were not only acceptable, that what he thought and felt were important to us, and that we were there to help him improve if he wanted to do so. One of the seventh grade exercises late in the quarter was to write a descriptive paper entitled, "Who Am I?" The following paper indicates one pupil's feeling toward the whole effort, I believe:

Who Am I

My name is Paul. I live in Holland, Ohio. I lived here all of my life. I was born in Toledo in 1954. I am about five feet 3 inches, my weight is one hundred and thirty pounds.

My complexion is considerably dark. And I am proud of it. My hair is a light black. I am in the seventh grade now. I feel that is the great stage of my life. Because I think I have the ability to go on and graduate. I want to graduate because I am going to do what James Brown say, Get that education. For awhile I made up my mind to quit. But I heard a song yesterday that said that only the strong survive.

Paul B.

Summary of Mathematics Experiences

At the beginning of the quarter our University students tended to have one person teach a lesson to the entire class while the other two students and the certified teacher assisted and helped individuals on the same topic. They did not have great success with this approach. In the primary grades it was difficult to hold all the children's attention on something the teacher was doing at the other end of the room, and in the upper grades the pupils had widely different degrees of understanding of the processes which underlay whatever process the teacher was attempting to teach. As a result, most classes were then divided into achievement-level groups, with each University student assigned to concentrate on whatever skills her group needed most. They switched away from assigning "the next page" in the grade-level text to individualized, teacher-prepared experiences.

There was more concentration on skills than on concepts. Some use was made of Guided Discovery but it was not relied on. These pupils have had little exposure to the "why" of mathematics and seem more secure when working pages of exercises than when challenged to understand reasons. Nevertheless, our students did emphasize several basic concepts:

a. The most generally used concept was Place Value and Regrouping, taught mostly by the pocket-chart, but also by the spool-type abacus, "counting-men," children acting as "live counting-men," the small 10-bead abacus, bundles of objects, paper-and-pencil exercises, and the use of money.

b. Sets were emphasized in the primary grades as a basis for understanding number and the meaning of addition and subtraction, through the use of sets of objects on posters and the flannel board, Dr. Pigge's new mathematics kit, and through art work.

c. Comparative terms such as "longer," "less," and "equal" were taught with their symbolic representation, through dramatization and experimentation.

d. Number sequence was introduced through use of the hundred board, number lines--including large lines which the children could walk on, and "Chucko the Computer," a new workbook series produced specifically for ghetto children.

e. Time was a very difficult concept to teach, perhaps because it is not very important in the lives of poor families. Lack of the concept made the skill of "telling time" equally difficult to teach.

f. Some attention was devoted to the meaning of the four fundamental operations, through the use of puppets, combining objects, the the 10-bead abacus, dramatization, Cuisenaire Rods, and the number line. Mathematical sentences (in this case, equations containing "frames") were used successfully at all grade levels.

g. The meaning of fractions was taught through use of "pie-charts" on the flannel board and the fractional marks on the foot-ruler. Since the upper grades were studying measurement, our students used pupil-made rulers as a way of introducing a review of fractions at that stage.

h. The meaning of measurement was introduced in the middle and upper grades in connection with the computation of areas and the conversion of units of measure.

Most emphasis, however, was put on improving the pupils' ability to compute accurately. Diagnosis and remediation were employed. Procedures to motivate practice included competitive games, self-checking exercises such as magic squares and "cross-number puzzles," a "bank game" where addition and subtraction were related to deposits and withdrawals, a variety of uses of Bingo, flashcard games, a "what's my rule?" game, a variety of interesting work-pages, oral drills using the "function machine," sets of dice for drill on addition combinations and ordinary textbook exercises. Several of our students found it helpful to have their slower pupils prepare and use a multiplication or addition table so they could work problems while memorizing the combinations.

Disciplinary problems limited the use of any materials which consisted of numerous small pieces--such as the spool abacus and the Cuisenaire Rods. For similar reasons, some teachers were reluctant to allow the children to use the chalkboards.

Summary of Science Experiences

Week	Grade K	Grade 1	Grade 2
1	Observation	Observation	Observation
2	Participation	Participation	Participation
3	Planning. Study of birds.	Planning. Clouds, Falcon visit.	Planning. Plant unit. Turtles, fish, snakes.
4	Study of turtles. Provided turtles.	Clouds. Experiment. Wind-activities.	Plant unit. Nature hike. Plant environment.
5	Plants. Visuals. Planted seeds.	Seeds and plants. Planted seeds. Dispersal.	Plants. Experiments. Grew carrot tops. Climate.
6	Fish. Observed live. Bladder experiment.	Trees. Structure. Celery experiment.	Wind. Trip to airport. Constructed sailboats.
7	Unit on sound. Visuals. (Characteristics)	Finished plants. Animals. Drawings.	Weather. Clouds. Cloud experiment, bulletin board.
8	Sound. Rhythm instruments. Soft and loud sounds.	Trip to zoo. Pictures. Paper bag puppets.	Wind exper.--whirly birds. Wind carries things.
9	Light and color. Exper. (colored liquids)	Tadpoles to school. Life story. Observations	Puddles dry up. Molecules moving.
10	Bulletin board. Mirror.	Woodland animals. Gerbils brought in.	Geology. Oil. Products. Made example board.

Week	Grade 3	4	5
1	Observation.	Observation.	Observation.
2	Participation.	Participation.	Participation.
3	Planning. Observed turtles.	Planning. Plants. Started some.	Planning. Hawk shown. Birds. Stuffed models.
4	Plants. Board. Planted lima beans.	Flowers. (Gerbils obs.) Study flower parts.	Reptiles. Snakes brought in. Fox, Black, Boa.
5	Soil. Limestone. Exper. Story of a Stone.	Live flowers. Continue to study parts.	Amphibians. Aquarium set up. Toads, tadpoles, fish.
6	Fish. Salmon. Whale. Cold-blooded. Zoo trip.	Plant stems. Celery exper. Variables	Weather. Made weather vane. Made barometers.
7	Preserving foods. Bread mold exper.	Human body. Model. Compare with fish.	Cloud exper. Warm air exper. Visuals on molecules. Rise air.
8	Observed molds. Spores, seeds. Test.	Digestive system. Basic foods.	Clouds. Fingerpaint for board. Exp. air pressure. Rubber cup.
9	Lakes and stream. Air in water. Fish.	Digest. system. Liver. Sugar, starch exper.s.	Geology. Volcanoes. Film. Rock display.
10	Insects. Collected. Observed mealworms, stages.	Body cells. Bones. Fingerprints.	Indiv. projects. Bread mold, rock study, other.

Week	Grade 6	7	8
1	Observation.	Observation.	Observation.
2	Participation.	Geology. Filmstrip. Exper. rubbing sand-stone.	Geology. Bulletin board. Clay to show earth layers.
3	Amphibia. Study of live frogs.	Rocks. Soil cycle. Film. Fossil display.	Dinosaur diorama. Paper mach. Stripped frogs to bones. Foss.
4	Weather. Molecular Th. Exper. why warm air rises.	Birthstone study. Electroplating nails.	Cycle of life. Hike in woods. Coll. insects.
5	Atmosphere. Group exper. Air takes up space.	Metals on cars. Observ. Plants. Planted lima.	Insects. Cocoons, ant colony. Fruit flies in test tubes.
6	Atmosphere. Exps. Moisture, pressure.	Plants. Charts. Root & flower dissection.	Animals. Birds. Dissection of chicken. Feathers, bones.
7	Water cycle. Bulletin board. Clouds. Films.	Simple-compound flowers. Leaf exp. Hike in woods.	Fish. Observing live fish. Dissection-heart beating.
8	Wind and weather exper. Air pressure-change.	Trip to Secor Park. Photosynthesis, O_2.	Human anatomy. Model of skeleton. Study names.
9	Making weather instr. Bulletin board.	Photosynthesis. Test for starch, sugar.	Human respiratory system. Muscular, circulatory.
10	Magnets. Group exps. Poles, field, materials.	Two bulletin bds. Growth of a plant.	Human digestive system. Other. Correlation to other animal.

Special Rooms

Week		Intermediate	Senior
1	Observation.	Observation.	Observation.
2	Participation.	Brought in Gerbils. Care of pets.	Participation
3	Space lesson. Tape record. Bulletin board--weather in April.	Planted seeds. Reading groups.	Molecular Th. taped. Exps. by students.
4	Plant life. Planted grass seed.	Magnets. Exps. by students. Compass.	Molecular Th. contin. Exps. by students.
5	Animal life-- Reptiles. Observ. turtles. Charts.	Digestive system. How body takes in food.	Molecular Th. Exps. by students.
6	Animals. Worms Activities with worms.	Mechanical parts-- body. Related to cars.	Work with individual students. Reading science.
7	Nature walk. Plants. Celery exper.	Artificial respiration. Red Cross.	Work with ind. students. Help with reading problems.
8	Trip to florist. Also B.G. Science Building.	History of cars. How they run.	Indiv. work in reading, science books included.
9	Thank you letters-- trip. Soil and conservation.	Telegraph set.	Indiv. work in reading.
10	Cleanliness and the body. Experience stories.	Review.	Continued work in reading.

This evaluation of science instruction at Spencer Sharples School is based upon a number of objective and subjective factors. Some of these objective factors are described below, to be followed by a listing of certain subjective assumptions.

Objective Factors

1. No attempt was made to change the currently prescribed science curriculum of the school. Textbooks, workbooks, and facilities were used by Bowling Green State University students in planning science lessons with the teachers at the school. The total period of ten weeks included two weeks of observation and planning, leaving eight weeks for science and other instruction at the school. Twelve classrooms were involved, including grades Kindergarten through Eight, and three Special Rooms. Since instruction was offered for a period of eight weeks, the total number of weeks available for instruction was ninety-six. It was therefore possible to teach ninety-six different units or topics at the various grade levels. Reference to the preceeding overview indicates the following scope of science topics.

Topics	No. of Weeks Taught
Plants	25
Animals	19
Air and Weather	16
Geology	12
Human Body	11
Molecular Theory	4
Magnets	3
Foods	2
Light	2

Topics	No. of Weeks Taught
Sound	1
Molds (Spec. plants)	1
Total	96

2. Twenty-four of the thirty Bowling Green State University students signed out various concrete materials for use in their teaching assignments. Most of these materials were used in the performance of experiments by the children.

3. The students provided animals of different kinds for eleven of the twelve classrooms. Appropriate homes were provided for the animals, including terraria, aquaria, formicaria, cages, cultures, and pie-tin insect homes.

4. Field trips were planned and executed to the zoo, the airport, nurseries in Bowling Green, several state parks, buildings at the University, Chrysler Corporation, and wooded areas in the vicinity of Spencer Sharples School.

5. More than thirty bulletin boards were planned and constructed by the students and children in the halls and classrooms of the school. Evaluation was made of each of these bulletin boards.

6. Student attendance at the school and in class meetings at the University was excellent. It is interesting to note that students spent about as much time in bus travel as would be required for two regular on-campus methods classes.

7. The final examination for the course "Science in the Elemen-

tary School" was administered to the Spencer Sharples Project students and to a control class on campus. There was no significant difference in the means obtained in each class or in the standard deviation for the test.

Subjective Factors

1. The children at the Spencer Sharples School appeared to enjoy the "discovery approach" used in the teaching of science.

2. University students certainly identified their role at the School and often expressed their attachment to the children. These students showed a continual growth in confidence toward the teaching of science.

3. The regular teachers seemed to be more than willing to take an active role in setting up science lessons.

4. Bowling Green State University students appeared to learn by "doing." Requests for reference books and materials far surpassed any performance by students in the science methods classes taught on campus.

5. Many students discovered the resources available at the audio-visual media center at Bowling Green. Projection and recording equipment was carried to the School, and some students spent considerable time preparing overlays and other constructions for use in classes. Incidently, the audio-visual equipment of the School was put to excellent use.

6. The School principal and staff were most helpful in every

phase of the Project, including special plans for use of the gymnasium stage as a specified area for viewing science films and slides.

7. Various forms of a team approach to the teaching of science appeared to be used in different classes.

Evaluation of Science Instruction

The opportunities to engage in science instruction at Spencer Sharples proved to be most rewarding for Bowling Green State University students. Most important, the children also appeared to benefit from this instruction. The sincere cooperation of the regular teachers and administrator was of fundamental importance to the success of the program. The word "success" is used to describe the conviction of thirty University students and their science methods instructor that this project represented a desirable departure from the usual on-campus science methods class.

Reference to the previously listed objective and subjective factors indicates several modifications which might be realized in future programs. In terms of scope and sequence, the total science curriculum should be reviewed and more emphasis might be placed upon the physical sciences. It will be important to determine which behavioral objectives should be stressed, thus providing direction for the entire science program. Because confidence in teaching science appears to be related to a broad understanding of science concepts, based upon conceptual schemes, it would be imperative to accompany the school experience of Bowling

Green State University students with classwork in these areas. This could probably function best through a laboratory based self-instructional program. Such a program is now in preparation. On the basis of current research on learning theory, children should work with a wealth of concrete materials in developing their understandings of science concepts. Provision must be made for obtaining and storing such materials.

Many additional suggestions could be noted. The important point to be kept in mind, however, is that the children must benefit from whatever is done in the project. Based upon this tenet, there is no question as to the value of the program for other associated individuals.

Summary of Social Studies Experiences

Two major obstacles were present at the beginning of the term: the irregularity of the teaching of social studies in the class schedule and the rigid adherence to the textbook. A clearer understanding of the definition of social studies helped to provide many opportunities for including it in the daily program. As the college students gained confidence in their teaching ability, they were successful in developing units of study and in supplementing the material in the text.

The primary grades spent time on units of study concerning School Helpers and Our Community. The units were developed to bring about understanding of the pupils' own school and community. Bulletin boards, visitors to the classroom and discussion were used in the study. There was correlation with other subject areas, especially the language arts

and art. A very worthwhile unit on citizenship was developed in both the first and second grades. In both classes the primary concern was that of living with one's classmates in the school environment. The visit of the second grade teacher to the first grade classroom gave the pupils an understanding of what would be expected of them the following year.

Although the children repeated the Pledge of Allegiance each day, the student teachers in the first grade wished to develop more respect for the American flag. A unit was developed, and the children learned flag etiquette. The raising of the flag outside the building became a daily ritual.

A second grade unit on transportation included concepts in science as well as those in history and the other social sciences. The study included the development of the wheel through the invention of the diesel engine and was presented through story telling and art experiences.

Units in communication and transportation were taught in the third grade. The newspaper and television were the media emphasized in the study of Communication. A reporter from the Toledo Blade came to the class to discuss the kinds of work necessary to produce the newspaper. With the assistance of the audio-visual department of Bowling Green State University, the children in the class had the opportunity to perform before the television camera. The highlight of the study of Transportation was the visit of the Supervisor of the Toledo Express Airport. One student teacher helped the pupils in their understanding of continents,

countries and states through the presentation of the globe and various types of maps.

The fourth grade studied the countries of India and Switzerland. One student teacher had a personal collection from India, and the children were dressed in native costumes. Her uncle had lived in India for several years and came to share his experiences with the class. The story of "Heidi" was read to the children as they studied Switzerland. Some experience in the use of the library was given during the unit.

The fifth grade class followed the textbook organization. Most of the time was spent on the study of the French and Indian War and the Revolutionary Period. Interest was aroused through information presented by the teacher and various games which called for the recognition of famous people and events. Several American flags were brought to class for the unit on the history of the flag. The committee organization was tried for the study of the States of the Midwest. This was the first experience of that kind for the class, and the children needed considerable help in carrying out the activity.

Europe was the concern of the sixth grade. The British Isles and the Scandinavian countries were studied during the Spring term. The textbook was the basis with some use of additional library resources. Committee organization was attempted with the group, and it was a new experience for the children.

The seventh and eighth grade social studies was planned more specifically by the classroom teacher than was true of the other classes.

Material in the seventh grade covered the history of the United States from the Revolutionary period through the settlement of the Northwest Territory. The children were expected to read the textbook and then answer questions on specific information. The student teachers planned various techniques in addition to the question-answer approach. They encouraged more interest and understanding in the subject through art activities, creative writing experiences, and oral language experiences.

The student teachers working with the eighth grade class correlated the study of the American negro with the periods of history that they were assigned. During the term, the class read about the time of President Teddy Roosevelt through the period of the first World War. Because the children showed that they were unable to identify the states of the country, one student used outline maps to help them locate specific states in the United States.

Many of the children did not have the reading skills necessary for the understanding of the content of the textbook. To help them and to add interest for those who could read, a variety of instructional materials was used. Films, filmstrips and slides enriched learning in all the classrooms. The bulletin board was a vital part of instruction --a motivating force, a developing project, and an evaluative device. Visitors brought personal experiences to add meaning to the topics of study, and field trips were planned but were difficult to carry out because of administration difficulties. The college students brought materials from Bowling Green State University and the local school

library was frequently used. Some attempt was made for more pupil involvement, but more time was needed to make that experience more worthwhile.

The college students made no formal evaluation of children's learning in the social studies, but they carried on an informal one almost daily. They saw improvement in classroom discussion, and children showed that they were able to relate past experiences to the topics under discussion. There was an awareness, by both the children and the college students, that learning could take place through the use of many media. The change in attitude and child response were the most rewarding to everyone.

Problems

Any program of this scope is apt to be beset with problems. The Spencer Sharples project was no exception. While numerous small problems arose, they were rapidly resolved and the program continued smoothly. There were two major problems which persistently plagued those involved in the program, however. The first involved transportation and the second was concerned with classroom management and control. An explanation and attempts at their resolution follows.

Transportation

As has been mentioned previously in this paper, original arrangements made with the selected administrative members of Toledo's schools and the principal of Spencer Sharples called for the use of the Spencer

Sharples bus (local school owned) with financial support of its operation--gasoline and oil and the driver's wages--to be supplied by the University. Dr. Harris arranged for the funding of the transportation. The bus became mechanically disabled to the extent that it would be inoperable so Dr. Harris arranged for a University owned bus to transport the students to Spencer Sharples for the rest of the year and that phase of the problem was resolved.

Another phase of the transportation problem involved the bussing of Spencer Sharples pupils on field trips. Since the pupils in the Spencer Sharples area are quite limited in contacts outside their community, field trips should be a vital part of their educational experience. School district policies allocate a limited number of field trips to each school each year. Communications regarding these policies should be made clear to the University students another year.

Classroom Management and Control

The most persistent problem affecting the greatest number of persons involved in the total program was that of discipline or of classroom management. The University students' biggest problem in trying to teach a lesson was to try to secure and maintain effective control of the class so that they could teach. Many private individual conferences were held with children who were disturbing the classroom and these proved helpful. University students and Spencer Sharples faculty then were faced with the problem of developing motivation, creating a desire

for learning. University students found that making a game of a learning task helped greatly. Introducing new media--films, filmstrips, pictures, real objects, etc., created interest. Variety in presenting lessons helped, and of course breaking the classes down into small groups and making the instruction highly personalized was of great benefit.

The ability to effectively control a classroom does not come about easily however, and an entirely satisfactory solution was not reached during the quarter.

University students must be helped to understand the problems of classroom management and control and every effort must be made to have everyone involved work toward a satisfactory solution to the problem if the project is continued.

EVALUATION

In the ASCD yearbook for 1967 (Evaluation as Feedback and Guide, Fred T. Welhelms, ed.), the five purposes of evaluation are listed as:

1. Evaluation must facilitate self-evaluation.

2. Evaluation must encompass every objective valued by the school.

3. Evaluation must facilitate learning and teaching.

4. Evaluation must produce records appropriate to the purposes for which records are essential.

5. Evaluation must provide continuing feedback into the larger questions of curriculum and educational policy (pp. 1-7).

In evaluating the Spencer Sharples project these purposes shall be kept in mind.

Students were asked to write a weekly summary of their experiences. These summaries were kept for purposes of evaluation (purpose No. 4). At the end of the quarter students were asked to write a general summary of the complete experience. Thus, a vast amount of material is available from which to derive the evaluation of the experience in so far as the University students are concerned. It was necessary to be selective; to attempt to choose representative opinions. The students showed much insight into the teaching-learning process and even though their reports overflow with emotion at times, they need not be discredited. After all, someone has said, "We cannot separate learning from feeling. The two

modify each other. . . ." One of the points made most often in the final evaluation is that the University students discovered what it means to be a teacher, whether or not teaching was for them, and they found themselves. (All of these are aspects of self-evaluation, the first purpose listed.) A few excerpts from student evaluations illustrate these points:

> I would like to thank everyone for the opportunity to work out at Spencer Sharples. I could never begin to explain all that I learned from the project. I think the most important benefit to me was the fact that I got the reality of teaching, the every day ups and downs which go along with teaching, especially in a school of poverty conditions. This project was for me the reassuring factor I needed. I know for sure that I want to be a teacher, I hope someday a good one. (M. Terschak)

> I now know exactly what I'm going to school to do and what will be required of me as a teacher and a person when I walk into my own class on that first day. Teaching is a much harder job than I had anticipated it would be but at the same time it is far more rewarding. I have always loved children and by being a teacher I hope to be able to have some positive influence on each child at the same time that I am fulfilling my own selfish desire for being in the midst of small children. (B. Meitzke)

> The final tid-bit of knowledge I wish to share is that I've actually found myself. I've always wanted to be a teacher, but this experience has reinstated that wish with confidence to accomplish and succeed. I feel it is important that a sophomore in college know whether or not he is cut out to be a teacher. By the time he is faced with student teaching it's often too late to realize you've wasted a lot of money and a lot of time. (B. Suddath)

> I know I've said this before, but I love these kids. At nights after teaching I'd be so exhausted that I'd wish the next day would be Thursday, but then when Tuesday morning would come, I'd be up slowly, but ready to face the day. There was something inside me that made me want to give these kids all that I could. There is a whole lot more I wish I could have and would have done for these kids, but time was too short. I know now that I want to make a career in teaching under-privileged black children, I don't know if I'm wrong to want to do this--but I know it's "my thing." And after I graduate next year, I'm going to seriously consider teaching at Spencer Sharples! (K. Schatzer)

After this teaching experience I understand much better what it means to be a teacher. There is no one formula for a good teacher and a teacher includes much more than an instructor of academics. She must be a person dedicated to the instruction of living, and prepared to learn maybe even more than she will teach. (J. Van Almen)

Before I entered the project there were doubts in my mind concerning whether or not teaching would be what I expected, what type of work was involved, and, most important, could I fulfill the demands placed upon a teacher by her students?

Prior to starting our Spencer Sharples assignment when we had our seminars these fears kept creeping into my mind and confidence was built up slowly through the help of our instructors. It wasn't until we were in the situation and found ourselves able to cope with any and all situations (perhaps not always in the best way) that confidence rolled over us in a rushing swell. Sometimes we found solutions to our problems in discussion groups with our entire number on the bus rides or in the faculty lounge. Many beneficial ideas came to light during these times.

In this program we found out what we are expected to be able to teach (anything and everything); we determined our weak areas as well as our strong ones; we acquired a greater understanding of children as individuals as well as students; we learned a great deal about our own inner feelings and how to use them to their best advantage (or perhaps not to use them).

Another important factor was learning to work with other teachers. Even if team teaching is not used in a school system we must be able to have good working relationships with other teachers and the administration. This does not mean that the best interests of the students are to be sacrificed to gain rapport with the teaching group. This should be of vital importance to all teachers; the area of concern should be placed upon the student and his or her needs, not the whims or idiosyncracies of faculty and/or administration. A teacher's concern should be how to fulfill the student's educational needs in an educationally conducive environment regardless of outside influences. This is what was brought home to me at Spencer Sharples and this is what I hope to plan for in my remaining two years at Bowling Green State University. Not only plan for, prepare for, but go on with my education and teach pupils to be effective in acquiring what they need intellectually, physically, and spiritually. (P. Vandersall)

I may repeat myself at this point, so beware. First of all, I do want to be a teacher. Sometimes there are days when I feel incapable, but everyone feels insufficient at times. This experience opened up teaching and exposed it from many angles. Thank goodness for this! Ambition is stronger now than ever before. Good teachers

are needed greatly. We all need to be needed--let this be the teacher's motivation. (M. Herald)

I have never had a learning experience as intense as this Spencer Sharples project. I have learned so much and gained more knowledge than I have in taking courses. The worth of this program cannot be measured or weighed but it can be felt in the hearts of the 30 student teachers and the hundred of children they came in contact with. I shall never forget any of my experiences and I shall always be grateful to Mrs. McCown for helping me know exactly how much I really want to be a teacher. (M. Ottino)

I enjoyed this quarter. At times I became discouraged and questioned my abilities as a teacher. I know I made many mistakes, but I learned through my errors which is one reason why I place so much value on this quarter. I've also become aware of the work involved in teaching and the knowledge needed. There is so much I don't know and I wonder when I'll pick it up. I know that I'll take the remaining two years much more seriously and work twice as hard because I can now understand the value of the material presented. (K. Little)

Today is the last day of a very rewarding and memorable quarter. When I think of Spencer Sharples I think of 28 second graders and smile. I'll always remember the well-prepared lessons that I didn't have time to do and the nights I stayed up preparing a beautiful lesson (in theory) and found out it wasn't practical. I'm happy to think that since we have been there, there has been less paddling and more teaching and learning. I do regret that this is my last weekly report to turn in on Spencer Sharples. I regret most to leave that second grade classroom with a light that is still burned out and 28 students that I love dearly. (N. Nissen)

Another aspect of the self-evaluation involved the Bowling Green students' feelings toward people of the black race. All thirty Bowling Green students were white, not because of prejudicial selection, only because only white students had applied. In the first seminar after our initial visit to Spencer Sharples, one of the girls reported that somewhere along during the middle of the morning of that first day she suddenly realized that she was in a minority for the first time in her life. There are relatively few comments in the final evaluations

regarding the racial question which is an indication of the feeling generally expressed that after you were there for awhile you forgot about skin color and only saw both pupils and staff members as human beings. Some of the comments made by the students are worth noting, however. The first comment is from a student's report of her first full week's experiences at Spencer Sharples:

> My report consists of three major subjects beginning with racial relations in the first grade classroom. With thirty-eight children in the classroom, only five were white. As far as racial relations observed, the children were almost totally unaware of skin color. Not once did I see a child discriminate. There were several instances which proved that fact that this age group is not aware of color. At lunch, I found a black girl and white girl holding hands in the cafeteria. In a tag game at the end of the day the children were freely including the minority white children. . . .
>
> In this section I should include the children's attitude toward me. Preconceived thoughts gathered in my mind as soon as I saw the class, with only the five whites. Immediately the teacher included us in the class activity and once I began working with the children, I saw only children, not black and white faces. Again the children saw me as a helper or a teacher, not as a white person. It almost seemed like I spent more time helping the black children, rather than the white. At first when I saw the few white, I was expecting them to come to me first, but they did not, again proving that small children are not aware of color. The entire class accepted all of us with happiness and smiles--they were very glad we came. Many wanted us to go home with them and many couldn't talk to us enough. (B. Suddath)

Another very interesting comment came after the first grade took a trip to the zoo. One of the University students was really upset by a white teacher's derogatory remarks:

> A trip to the zoo! That's all I can really say about the beginning of the week. The kids were so excited. We went over the experience chart on how to act and what to expect. . . . One thing I observed which made me stop to think of my reactions before this quarter was the reactions of some of the other classes and their teachers who were also visiting the zoo. For instance, one woman

whose class was really running wild had the nerve to approach me and say, "Why do you let those little colored kids stand so close to the glass windows (snake house)? Can't those kind read?" I just looked at her and replied, "Not all of them, how about your kind?"

Two excerpts from the final summaries shall complete this aspect of evaluation:

I'm willing to bet that I've learned more about people, racial contacts, and social beliefs this quarter than any course could offer, and since this is an experience, I shall remember and benefit from this as long as I live. No book says this much. No book can say how much to say in front of a Negro faculty. No book explains how different each student is. No book explains the stupidity of many racial prejudices. No book explains the feeling of a successful lesson, nor the feeling of failing the students in communications. No book can replace human experiences. "Learn from life." (M. Herald)

I'll always remember these past ten weeks as ten of the greatest I've ever had. I've considered it an honor and it is an experience I wish every education major could have. The practical experience I've gained plus the background materials that I've been exposed to has been of great value to me. Not only the educational value, but also the experience of being in the minority for the first time in my life was another aspect of the program that I'll never forget. I can't begin to express in writing all of my positive feelings about the project. (M. Rupp)

In the student evaluations some attempts were also made to describe the benefits of the project to the Spencer-Sharples pupils:

When I think back to what the class was like when we first observed it, I can notice a great change. They enjoy reading, doing math problems, and having social studies and science lessons. Before it was just work they had to do or else. Their attitude towards school has really changed; they are not only willing to do their lessons but they want to and are making progress. Most all of them have smiles on their faces now, and if they don't we try to find out why not and try to help them find something to smile about.

The children who were showoffs and instigators of the class turned out to be the biggest helpers after we were there for awhile. The children who were quiet and did not participate in class have really made a lot of progress, they are willing to participate with the rest of the class now and even ask for help when they are unable to do something. (L. Gladden)

And I hope that it was a meaningful and significant time of their lives also. If we accomplished anything, because of our teaching, I hope it may have been a most important concept, that of a strong self-concept and a respect for this self. Nine weeks was a short time to accomplish much academically. It's difficult, really impossible, for me to measure their progress in social studies, math, science, and language arts, but I definitely feel and see much progress in their self-respect. I couldn't have hoped for more than this. (M. Hansen)

The children have not only acquired academic skills, but also human relations. In our first grade, as is also true of other grades, the children were deprived of a balanced education academically, but it seemed like they were even more deprived of a basic knowledge of human relations. Obviously, these aren't taught in the home, so it is the teacher's job in this area.

In two months if we accomplished anything, we accomplished an attitude. This was a shining attitude within each student of actually wanting to learn. At the beginning, it was often heard, "I don't want to," or just plain "No." We all realized the why behind the negativism, and of course it was our job to erase it and bring the word "Yes" to their lips. It was a building process as was the accomplishment of creating the "class" atmosphere. However, with bringing in new materials each week and providing new learning experiences, it wasn't long before we were hearing, "Will you bring this or that tomorrow?" "When is reading?" or "Will you let me take a book home?" But each time when we heard on a Wednesday, "Are you coming tomorrow?" it broke our hearts because we had to say, "No, we'll be back on Monday." (B. Suddath)

Yesterday had to be one of the most rewarding experiences I've had. The children wrote me letters thanking me for various things we did during the quarter. Maybe it was more impressive because as I read each letter I had written proof that I had (after all) been able to give them something. I can't evaluate how much or what exactly I taught them that they'll never forget, but even if it was only temporary each one I think gained something more than he had before. I thought now I've had an opportunity to give of myself--right now--not in one or two or three years. Maybe I didn't have a lot of answers or the best method but I gave something of myself and to this they responded, although I didn't know it many times. . . . And this is what I think has been the biggest contribution to these children. We have given them a chance to respond to kindness, purpose and understanding. In some cases we've given them a chance to respond to and smile about the fact that they are loved, just because they are themselves and nothing more than that. (J. Van Almen)

One last aspect of the University students' evaluation must be considered and that is in relation to the fifth purpose of evaluation, "Evaluation must provide continuing feedback into the larger questions of curriculum development and educational policy." Most students expressed their views positively toward this new approach to teaching the methods courses. Some of their views have either been stated directly or implied in earlier quotations, however, a few more direct quotes are in order:

> I really feel that the Spencer Sharples program is worthwhile. The knowledge I have gained through this teaching experience is much more practical and worthwhile to me than any regular methods class could be. It was a lot of work preparing lessons and there were times I wished the following day would never come, but these moments never lasted long.
>
> I have gained more from this experience than I can possibly write. I am sure that this experience will be the highlight of my college education, for one I really felt like an individual student instead of just a number . . . whenever I had a question or needed some new ideas, one of my four Profs always had time to help me. It is really going to be hard to return to classes next fall. I hope I can take time out to visit Spencer Sharples and all involved. (L. Gladden)

> And with respect to the methods courses--I couldn't have possibly learned even half as much in the ordinary approach. Teaching children is so much different than teaching your peers. I found this out during the first physical education lesson. Children think a little bit better than adults when it comes to curiosity. Adults have been disciplined not only in physical situations but in mental ones as well. By teaching and experimenting with different approaches with children I feel very well prepared for student teaching and my own teaching. . . . I am moved by this whole experience and I only wish I could do it again. The only thing that lifted my spirits today was thinking about September and feeling good inside to know that three new girls will be there to take care of my children. (J. Edwards)

> Education itself has a new approach. Concept rather than fact should be reached. Concept formation through experience rather than

through memorizing facts. We are taught to teach children through experiences and motivation--so be it with our learning process too. Through the Spencer Sharples program, we have had the opportunity to learn the way we are taught to teach our students. Experience, self-discovery, and actual application can never be replaced by fact after fact from a book written by an author unaware of the reader. (M. Herald)

As a college student, I feel like I've grown much more than anyone who stayed on campus this last quarter. It was a strange feeling stepping on that odd orange and brown bus, meeting the inquiring eyes of those students leisurely having a morning coffee before that 8:00 or 9:00. If only the wondering eyes could have followed us and wandered up the road to Spencer Sharples. What was so ironical was that we were leaving an institution of higher learning and going out to seek knowledge in the real world. A place of higher learning, far more educational to me than any college classroom. The college classroom teaches with books, which to me are very valuable elements in our lives. A book, however, cannot teach one as well as actual experience. It's like a statement I've always heard at home, and never really recognized the true meaning of, "Experience is the best teacher." We need books to help us to question further, and not just accept. Books are guidelines and pathways opening to further pathways and gates which are enriched by experience. I could never convey the gifts this experience has brought me, therefore the only way to tell others, is to grant them the same privilege.

Spencer Sharples has been an equally rewarding experience for not only the children, but also myself. I only hope that this is the beginning of a strong revision of the college curriculum.

Now it's a question of being able to contain myself throughout the next two years of my college career. Going back to the studied, and memorized pattern is in no way going to compare with what I have learned this last quarter. It's time now to scrape and scrounge for a grade and ride down the frequent freeway of not retaining what you should have. The interest is suddenly shifted back to not what you have learned, but what the grade was on the test. I now wonder why college isn't all experience. (B. Suddath)

At the last moment several of the teachers were asked to write a brief evaluation of the program. Their evaluation, along with that of the school social worker who volunteered to write, follow:

The student aid program used this past quarter has proved very effective according to our objectives set up. Having smaller groups to work with, changes in the students were noticed. Their skill in

expressing themselves, communicating with others, sentence structure, creative writing, has shown some progress. Their attitudes and appreciations in every day contact with each other has shown some improvement.

Incidently, one outstanding result of this program was the achievement of a student in the slow group who week after week had failed her spelling test, but during this past quarter has been on the spelling honor roll twice.

I have a parent aide who commented on noticing some progress in the students during this period.

The results have been so rewarding in more ways than one, I hope this is just the beginning of such a program. The one improvement I would suggest is it be started earlier in the school year. It has been a pleasure working with the students from Bowling Green State University and I'm looking forward hopefully to next year. (Mrs. McCown)

The teachers from Bowling Green have helped my students and myself:

1. We were able to give individual help in every class.
2. They helped to broaden the child's outlook on life. This gave the children the desire to want to come to school and to do for themselves.
3. They helped to provide a better teacher and pupil relationship.
4. They were able to help teach a variety of things whereas one person could not do this.
5. I hope it may be possible for the students to return next fall. (Mrs. T. Smith)

To express my opinion about the program is to say that I think this program has been very successful and has helped each child as an individual and on the child's level that is so very important to each out here.

The girls have helped stimulate learning ideas in many ways and also have given each child a chance to really express himself. This program has helped so much in getting across many objectives that were planned. (Mrs. Johnson)

In my opinion, it has certainly been most beneficial having the student teachers from Bowling Green University at our school these past few months.

So many of our children need--indeed, they crave individual attention and kindness--attention and kindness which was so generously provided by the student teachers. I have also found in my time spent here that our students are lacking in contacts and experiences outside of their small closely knit community. This need was

also fulfilled by "Our Bowling Green Girls."

Aside from the many educational opportunities, I feel these students have done a great service to our school as well as the community--with enthusiasm and spirit. (Mrs. Sharon Hickey, School Social Worker)

While no whole classes of pupils were asked to write evaluations, the following student paper indicates something of the feeling of many students toward the project:

I think it was very nice for the Bowling Green teachers to help us. I really learn a lot. It really helped in math. Because at first we really couldn't get all the help we really needed. And it really help me out in science. It kept the teacher off our back.

I think all of the teachers was down to earth, didn't nobody act like they didn't like teaching us. And didn't make no difference between our race and theres. They treated both black and white the same, matter of fact sometimes they even act like a mother to the class. It was very nice having the teachers come here to our school. I tell you I know good ladies when I see them as long as I had seen them. (Daniel Bush)

In evaluating the project from the University instructor's point-of-view, it can be said that on the whole the project proved to be an exciting and satisfying approach to teaching elementary methods. The opportunity to teach some basic methods, to observe students put them into practice within a few days, to evaluate the performance and response in the classroom, and then to teach or to reteach according to revealed needs appears to be a much more sound educational practice than teaching future teachers how to teach in a situation completely removed from the public school classroom and from children. The experience of being in the classroom along with the University students brought a renewed awareness that every classroom and every child has its/his unique needs and re-emphasized the danger in traditional methods courses of over-

generalizing methods to fit any supposed situation in which teachers might find themselves. One of the apparent drawbacks, if it can be called that, of the project was that it produced some dissatisfaction in teaching the on-campus methods classes.

An important aspect of the project which must not be overlooked is the team teaching which took place. First of all, a team of University instructors worked together to plan the program and, secondly, to implement the program. The personnel of the team and their ability to work together is crucial in a project of this nature, and it was indeed fortunate that an effective team was appointed. Team members were willing to put in many more hours and much more personal effort and expense than would be required of any on-campus class. Telephone calls at home until midnight were not unusual, for example. Extra trips with personal cars were made without argument. The effort, of course, was not without the reward of satisfaction in a job well-done.

The team expanded then to form a University faculty-student team, and again, the project benefitted greatly by having the thirty students who were involved, especially with very limited screening. While their personalities were very different, and their talents and backgrounds very divergent, the degree of cooperation and teamwork was of high quality. These students were, for the most part, filled with exuberance and youthful ambition. They put in far more time and much more effort than would be required of students in on-campus classes. They were very resourceful in securing materials and speakers for their Spencer Sharples

classes. The bus just about reached its maximum capacity many mornings when globes, projectors, aquariums, bags and boxes of books, charts, a bucket of fish (live!), a cooler and a gunny-sack filled with snakes, and various other items were hauled on board. While the girls many times mentioned that they were exhausted, their enthusiasm generally held on until the end--and even beyond. Some of them went back out to Spencer Sharples to help with grades and with the eighth grade and high school graduation after the project was officially ended.

It was interesting to watch the students develop insight into and understanding of the problems of learning and teaching. Being on the spot to help them analyze a particular situation, then to help them plan again was invaluable. At times a student who felt really weak in a particular teaching area would ask one of the four instructors to sit in on a lesson to lend moral support and confidence--students didn't ask the instructors in just to show what a good job they could do. Lunchtime was usually given to informal evaluation and to planning; to individual conferences on-the-job to evaluate one teaching situation and to plan for the next. The University students realized rather rapidly the importance of knowing each child's background, his needs, and his abilities. The process of self-evaluation went on constantly as the girls tried desparately to make the most of the time available.

Some minor problems in placement arose. While some students might have functioned more adequately at a different grade level, most of them accepted their assignment and went to work with a vengence. The

biggest problems occurred in the adjusted-curriculum (special education for slow-learners) classes. The three girls who were assigned to kindergarten in the morning were assigned to the junior high adjusted curriculum class in the afternoon. Because of the limited time in the half-day kindergarten schedule, the girls did not have as much opportunity to work there as we would have liked. Two of the girls enjoyed working in the junior high class and were quite successful in establishing rapport and in doing individual work with some of the students. The third girl found herself entirely out of place, felt her efforts were futile, and finally asked to be excused from working in that classroom and used her time visiting other classrooms. The student assigned to the intermediate adjusted curriculum class experienced some difficulty also. Although all of the four instructors had had some experience with children with varying learning disabilities none felt entirely adequate to solve the existing problems. The two girls assigned to the primary adjusted curriculum class fared a bit better. One of the students had had part of her special education methods and felt more confident in working with the children, and also, the children were younger and physically smaller so discipline was not as great a problem as it was at the higher levels.

Our attempt to use the "Urban Education Test for Teaching the Disadvantaged" was quite frustrating. We administered the test as a pre-test and a post test to learn how much pre-service teachers know about teaching and learning in areas serving economically and socially disadvantaged pupils. The test was developed by James Boyer, with the

advice of Dr. Jack Frymier of Ohio State University as part of Mr. Boyer's dissertation, and Bowling Green cooperated with him by having all Bowling Green State University student teachers take the test to help him standardize it. Mr. Boyer did not return the results to us, or even a key so we could do our own scoring, until several letters were sent to Mr. Boyer and Dr. Frymier. A letter to Mr. Boyer, who is now at Florida State University, finally produced a scoring key. Table I shows the pre-test and post-test scores for 25 of the 30 students. Since 11 students showed a gain, 11 students showed a loss, and three remained unchanged, it would seem that on the whole the experience did not result in any change of knowledge as measured by this test. The test appears to be full of overgeneralizations and stereotyping and after this experience some of the students may have seen through these overgeneralizations and stereotypes and this may have affected their performance on the test.

Attempts to use video-taping as an evaluative device were less than successful. In one instance, when the video-taping equipment was brought in as a culminating experience for a social studies unit on communication, the two University students (one was absent that day) working in that classroom found that seeing themselves as others saw them was a good technique for self-evaluation. Efforts were then made to secure the equipment so that other students could have the same experience. Because of heavy demands for the use of the equipment, its use at Spencer Sharples could only be secured for one additional day and that during the last week of the program. Because of the number of

TABLE I

Scores of Bowling Green State University Students
On The Urban Education Test on Teaching the Disadvantaged*
Spring Quarter, 1969

	Pre-Test	Post-Test	Diff.
Possible Score	40	40	
Austermiller, Sue	20	24	+4
Bushong, Therese	30	24	-6
Cole, Cindy	27	29	+2
Culp, Charlene	22	17	-5
DeGirolomo, Donna	24	22	-2
Edwards, Joyce	26	24	-2
Gladden, Linda	16	16	0
Fricker, Cathi	20	25	+5
Guild, Marilyn	27	24	-3
Hansen, Marsha	35	33	-2
Kovarik, Linda	22	20	-2
Meitzke, Beverly	27	32	+5
Nissen, Nancy	27	25	-2
Little, Kathy	24	28	+4
Pejeau, Barbara	22	20	-2
Povraznik, Margaret	27	29	+2
Rupp, Mary	23	27	+4
Schatzer, Karen	21	21	0
Schultz, Janis	27	30	+3
Suddath, Bonnie	21	22	+1
Terschak, Mickie	18	26	+8
Van Almen, Joan	29	29	0
Walker, Carolyn	26	22	-4
Wuerfel, Cynthia	30	31	+1
Zacharias, Kathy**	27	24	-3
Mean	24.72	24.96	+0.24 = Insignificant Change

**Do not have both test scores on the other 5 participants.

*Copyright 1969 by James Boyer and Jack R. Frymier, Ohio State University

classes involved only about fifteen minutes of taping plus fifteen minutes of viewing could be scheduled. This resulted in more of a show-type performance than was desired. One benefit may have been that the Spencer Sharples pupils delighted in seeing themselves on television.

The team expanded a third time then to include the Spencer Sharples faculty and staff and although individuals varied to a great degree in some cases, cooperation was generally good. At the beginning there was some reticence on the part of the Spencer Sharples faculty to accept thirty University students and four college instructors into their midst. When they became convinced that everyone was there to learn and to help, the reticence decreased and freedom to work within their classrooms in whatever ways were deemed best was generally granted. Certain teachers at Spencer Sharples are masters at teamwork. Following their example, closer cooperation between the University students and the Spencer Sharples faculty members will be urged next fall.

It was interesting to note that at the beginning of the project the University students tended to be quite critical of faculty members at Spencer Sharples, but as the project continued they became increasingly sympathetic, realizing the enormity of the task these teachers had faced in trying to do the job alone. Many students commented on the values of team teaching and stated that the prospect of trying to effectively teach one of these classes on their own was staggering.

It was satisfying to observe growth on the part of some members of the Spencer Sharples faculty. Several of them were observed making

notes of particular techniques and materials used by the University students. Several of them constantly sought help in seeking solutions to the learning problems of their students. A few of them of course appeared to be rather indifferent; they turned the class over to the University students for the three days per week and appeared to barely notice what went on. It will be difficult to know how much lasting effect the program has had on Spencer Sharples faculty members until their classrooms can be visited and their teaching practices observed. Most of the teachers expressed gratitude for the help they had received from the project.

The University faculty evaluation of the effect of the program on the pupils of Spencer Sharples will have to be largely subjective, since no formal measures were used to objectively measure gains. The biggest change noted from kindergarten through eighth grade was a change in attitude. Pupils began to smile more. They were actively involved rather than sitting passively. At first they rejected some of the new approaches, apparently because they felt secure in old routines. As the girls worked with enthusiam, it became contagious and soon most of the pupils were finding delight in their new experiences. While this sometimes resulted in noisier classrooms (there were three or four people teaching small groups in the same room many times), the children began to look forward to lessons and would ask when it would be time for reading, or science, or math, for example. Pupils were very responsive to individual attention and really appeared to want help in acquiring basic skills.

Some evaluative statements regarding pupils' acquisition of basic skills have been made in each instructor's summary of his subject area. Teachers indicated verbally that they could see growth in many pupils' acquisition of basic skills. In some classrooms, notably the junior high but also in some other grades, samples of pupils' work saved over the quarter indicated growth in oral and written expression and in other skills. Performance on some of the final exams demonstrated that pupils had achieved academic understanding beyond the degree that had been anticipated. Specific reports of student achievement--for example, that pupils in the lower reading groups in first grade had learned to recognize the letters of the alphabet and to relate a specific sound to each symbol, something that these pupils could not do at the beginning of the quarter --are included in the University students' weekly reports.

In addition to the afore-mentioned aspects of academic-achievement Spencer Sharples pupils were exposed to many different learning experiences and personalities which they probably would not have otherwise had. In addition to the regular University students, other University students who served as resource people--the African student, the University falconeer, the biology major who demonstrated and discussed different snakes and their characteristics--all helped to broaden the Spencer Sharples pupils' social and learning contacts. An especially important outcome of this contact was that the Spencer Sharples pupils came to the realization that these young people found education important and even interesting. Many questions were asked about college life--how much does it cost?

what do you do there? how do you get there? etc.--which were answered on a personal basis. A number of Spencer Sharples pupils indicated a real interest in higher education.

Finally, in accord with the fifth purpose of evaluation, "to provide continuing feedback into the larger questions of curriculum and educational policy," the total evaluation of the project--its effect on and evaluation by University students and its effect on University faculty, aside from its effect on the pupils and faculty of the Spencer Sharples School--indicates a positive attitude toward this innovative approach to teaching the methods courses. The positive values of this program--a much more realistic teaching and learning situation, greater opportunity for student involvement not only in the classroom situation but also in a different sociological setting from that to which they are accustomed, greater opportunity for testing innovative approaches to teaching methods and to learning and to learning materials, plus an opportunity to help meet the educational needs of the larger University community--should lead to serious consideration regarding the continuation of this program and also of enlarging upon it.

An evaluative conference regarding the project was held at the Toledo Administrative Center on June 5, 1969. Among those present were Mr. Frank Dick, Superintendent, Mr. Lee McMurrin and Mr. Merrill Grant, assistant superintendents, and Mr. Carl Gilmer, principal of Spencer Sharples, along with the University faculty team and Dr. William York, chairman of the department of education. Mr. McMurrin had visited

Spencer Sharples during the quarter and had some firsthand knowledge of the project. (See article in School Report, monthly newspaper of Toledo Schools, on page 83 of Appendix.) After presentation of information concerning the operation of the project, approval for its continued implementation was granted along with the suggestion that University involvement in the Toledo City Schools might be increased. Further, Superintendent Dick urged that a testing program be implemented in order to secure objective evidence that the project is worthwhile.

Slides taken at various times during the project were previewed and selected for use in reporting the project to interested groups by Dr. Harris, Mr. Gilmer, and Mrs. Myles. A script is being written to accompany the slides.

RECOMMENDATIONS

Based on the foregoing account of the Spencer Sharples project, the following recommendations are made in order to improve its effectiveness in the future:

1. Since the project was regarded as invaluable by the methods students and University faculty, it is recommended that it be continued next year.

2. A formal meeting should be arranged with Mr. Gilmer and the University students upon their initial arrival at Spencer Sharples for the purposes of explaining school policies.

3. First day meetings with University student team members, their cooperating Spencer Sharples faculty member, and at least one member of the University faculty team to clarify purposes of the program and operating guidelines should be held.

4. University students should not be placed in the adjusted curriculum classes under the same system as spring quarter. (Note: Dr. Darrel Minifie, director of the division of special education, has since asked to send special education majors to Spencer Sharples to aid in the adjusted curriculum classes and will assign one member of his staff to work with them.)

5. Since parents' attitudes and cooperation are so vital to a child's success in school, more involvement of the University students

and the parents and community of the Spencer Sharples school district is urged.

6. Since students found the use of audio-visual aids so effective in motivating and teaching at Spencer Sharples, it is recommended that an audio-visual seminar be arranged during the pre-service period to familiarize students with audio-visual equipment and resources.

7. Since minor problems regarding students' professional attire arose during spring quarter (the onslaught of the mini-skirt), a definite statement of policy regarding dress is to be formulated and made available to all students prior to fall quarter.

8. Since it appeared that some students may have taken advantage of the rather liberal handling of absences during spring quarter, an improved method of dealing with absences is to be developed.

9. Since the need for materials not provided by the school is almost bound to occur if students are encouraged to be creative in their teaching, a petit cash fund will again be required.

10. Since classroom control and management was a problem throughout the project it is recommended that more effort be devoted to seeking an understanding of and solution to the problem.

11. Since there was some lack of communication regarding policies for field trips, it is recommended that policies regarding field trips be made known to University students.

12. The principal and the selected group of administrative personnel of the Toledo City Schools approved the project for the 1969-70

school year and recommended the use of standardized tests in order to substantiate the value of the project to the pupils of the Spencer Sharples schools.

13. Even though efforts to use the video-taping equipment as an evaluative technique during spring quarter were less than successful, renewed efforts should be made to secure its use earlier in the quarter.

14. Since in final evaluations students and instructors alike felt that there had been some omissions in course content, it is recommended that more classes be held on a regular basis on the Thursday and Friday that students are on campus.

15. Efforts should be made to secure a bulletin board at both Spencer Sharples and at Bowling Green State University on which special notices regarding the project may be posted.

16. Since development of the program during spring quarter was limited to time over and above the full teaching load of the faculty team, time to be devoted to establishing behavioral objectives was limited. Therefore, it is recommended that serious reconsideration be given to the rewriting of objectives for the program.

17. The bases for evaluation of the students involved in the program posed a problem for everyone involved. Therefore, it is recommended that some attention be given to development of the criteria to be used in evaluation and that this information be made available to students early in the quarter.

SUMMARY AND CONCLUSIONS

In the foregoing report an attempt has been made to report the action and the problems involved in teaching the elementary methods courses in classroom situations at the Spencer Sharples Schools and to evaluate the effects of the program on all who were concerned. Bringing theory and practice closer together has resulted in a more meaningful approach to teacher preparation because the nature of the teaching task relies heavily upon classroom performance. Involvement in the classroom brought University students and faculty alike to grips with real problems, albeit problems which were not readily solved. While problems arose during the implementation of the project, they were not insurmountable. They only offered a challenge to everyone involved to seek the best possible solution.

University students were forced to evaluate their commitment to teaching and their personal qualifications for teaching in the light of demands placed upon them.

The project also afforded the university an opportunity to serve the educational interests of the local community. Working with the pupils, faculty, and staff of Spencer Sharples Schools to upgrade the educational program enlarges the role of the University and makes its program more relevant.

In the light of this report is would seem that consideration

should be given to enlarging this program--the University can serve its students while at the same time serving the community.